Mrs. C Findings

Teacher Directions

A pattern of teacher directions emerged after analysis of each day. First, the teacher reviewed housekeeping issues in terms of science assignments. Next, the teacher gave directions in terms of what the expectations were for the goals to be met for the project. For example, the teacher says, “The first task is to give your group a name,” or The teacher says to the entire class, “You need to discuss where you are today because next Monday I need a project that shows what your problem is and your proposal.  Even your project description.  You need to map out and discuss where you are today to where you are going to be tomorrow.” The lead teacher says to brainstorm a topic that will help solve an environmental problem for the school.

Next the teacher moved to more process language that encouraged the students to work with their grou member to meet daily goals. Example, The teacher leaves group 6 and says, “You guys need to have a discussion about what your final product will be.” The teacher leans over and talks to group 4.  She says, “Make sure that someone is writing this down and taking notes.”  Finally, the teacher ends the class with a time warning and instructions as how to end their work as groups.

Teacher Content

Content was delievered from many sources throughout the room. Althought the teacher discussed the content many times whtoughout the contiuation of the project, she mostly turned content in the form of questions that stirred thinking with in the students.

“What do you observe?”

“How would you recycle the water?  What would you do?  Where does the water come from?  Where does the water go?

“Where will you put the compost pile?  How will it work?”

She also offered suggestions for resources so that the students could find the information that they needed. “You would have to do some research on what is a healthy pond?”  
The teacher offers possible research questions.

“You should be able to ask city water for a water bill.”

"Usually, you put compost near a garden," the teacher says.  "Do you want to start a garden, a flower garden?"

"So you might think that.  Another option to consider is to think about a place without a lot of traffic.  We want a place you have access to but you don't want it sitting out front."

"You are doing the PSA about recycling?  So for you guys, the map would be about the location of our school.  It is not about one specific place in the school.  We know that it is a more widespread problem, but for the problem you are working on.  There is a recycling center called Roundbottom Recycling

Group 5 asks to get help finding a website for Miami University so they can ask them if they can get help sending their Styrofoam trays to be compacted.  The teacher tells her to look at the website under recent news.